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PARENTS AND TEACHERS' ATTITUDES TOWARD LIFE SKILLS-BASED EDUCATION AT ELEMENTARY LEVEL

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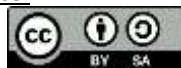
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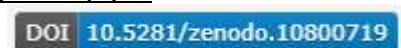
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Abstract

In recent years, educators have been attempting to address the growing needs of both young people and adults in today's workforce, which has led to the rise in popularity of skills-based education, also known as life skills education (LBSE). The purpose of this study is to develop a new guideline to promote and ensure life skills-based education using the flipped method in elementary schools in Pakistan. The research focuses on the attitudes of both teachers and parents in Pakistan regarding the concept of life-skills-based education. The collection of data from five elementary schools in Islamabad was carried out using a technique known as convenience mixed methodology research. The research data that was collected regarding the attitudes of both teachers and parents toward life skills training was subjected to thematic analysis to investigate the findings. It has been stated by the participants that LSBE gives children the ability to maintain a healthy balance in their behavior and to cope with intense feelings, such as anger or depression, which, if we react inappropriately, can harm our health. To effectively instruct their students, teachers are required to move towards the inverted classroom. When it comes to education, the primary responsibility lies with teachers shifting the emphasis away from teacher-centered learning and toward student-centered learning.

Keywords: Parents, Teachers, Attitudes, Skills, Education.

Introduction:

LSBE tackles real-life scenarios to train and apply fundamental skills and depends on participatory and interactive learning and teaching approaches. One key element shared by all LBSE programs is that they emphasize hands-on learning. Students are required to engage in real-world projects and tasks, which help them improve their problem-solving abilities and develop practical skills. In addition to traditional classroom instruction, many LBSE programs also offer blended learning options that combine online and in-person courses. [Nasheeda et al., \(2019\)](#) said that an interactive teaching and learning approach, known as "life skills-based education (LSBE)," helps students gain knowledge and cultivate skills and attitudes that support the adoption of healthy behaviors. Life skills are "abilities for adaptive and good behavior that enable individuals to deal effectively with the obstacles, challenges, and demands of everyday life" ([WHO, 1997](#)). According to [Pacheco et al., \(2022\)](#), interpersonal and psychosocial skills are considered crucial as academic knowledge to succeed. It is essential to be able to reference more than a body of information in our complex environment if one wants to succeed in their career, sport, or other endeavors. LSBE is being used to empower young people in difficult circumstances worldwide. The term "LSBE" refers to a collaborative learning and teaching process that enables students to gain knowledge, attitudes, and abilities that encourage adopting healthy behaviors. It is essential to "The Twist" because it represents the ideal of a top-notch education. In addition, [Berman \(2016\)](#) said that cognitive and emotional skills continue to develop throughout life, beginning in early childhood and [Zelazo \(2013\)](#) noted that age stages correspond to different sensitive times to acquire talents. Early childhood and adolescence, for instance, are crucial for

developing language, motor, sensory, and spatial skills. Along with developing these abilities, goal-directed behaviors, including those involving emotional expression, speech, or movement, are also developed. Further, the academic environment for students includes the role of the family. The quality and effectiveness of student education can be improved, particularly with parental engagement. Parental involvement is a methodical approach that entails parents' involvement in their students' activities, which helps them gain more practical and academic experience while also developing, enhancing, and maintaining communication between educational institutions and the home ([Cetin & Taskin, 2016](#)). A life-skill education program has been implemented in Pakistan to ensure the best educational experience for the students. The recent policy development, known as the 18th Amendment, brought changes to Pakistan's education sector. These amendments reflected that life skill-based education in Pakistan would be brought into Pakistan's educational system soon. Until now, Pakistan's educational sector is not equipped with skill-based learning ([Kalsoom, Qureshi, & Khanam, 2018](#)). A flipped classroom is a blended learning that boosts student engagement and learning. It is worked in a way where the class time is allocated to live to problem-solve, and the rest of the work and reading is completed at home. This brings previously considered homework as activities into the classroom in this pedagogical style ([Hung, 2015](#)). Lecturing students via individual classes, student work alone or in small groups on teacher-designed application assignments, reading from textbooks, and applying topics by working on problem sets are many traditional instructional models. These models have been carried out for many years and in most class discussions, the instructor takes the lead and directs the flow of the topic ([Jensen et al., 2018](#)).

Statement of Problem

Past studies identified education at the elementary level in Pakistan based on the LSBE approach, in which they found that the quality of developing required skills in students could be better. So, it is concluded based on past studies which have been conducted in international and local scenarios that there is still a gap and lack of proper investigation about the LSBE approaches. There is an utmost need to check the issues, problems, and hurdles for LSBE approaches in Pakistani society with the help of both mixed-method designs as many past studies also conducted research through mixed methods. There is also a need to check the attitudes and perceptions of teachers and parents toward LSBE at lower levels in schools in the Islamabad region. So, that is why this study is going to be conducted with the help of qualitative research design. Lastly, one of the most important factors is blended learning through flipped classrooms also plays a significant role for LSBE at lower levels in schools and there is a need to check this factor as well. Are primarily responsible for enforcing this control, and as a result, they have a significant impact on socio-cognitive functioning and student's behavior, including their stress reactivity and emotional and social well-being.

Research Objectives

1. To study parents' attitudes towards life skills-based education at the elementary level.
2. To study teachers' attitudes towards life skills-based education at the elementary level.
3. To develop a new strategic guideline to promote and ensure life skills-based education via the flipped method in elementary schools in Pakistan.

Research Questions

- What are the attitudes of parents and teachers towards life skills-based education at the elementary level?

Research Hypothesis

- **H1:** Regarding the school's parent-teacher connection, there is no discernible variation in attitude among elementary, middle, and high school educators.
- **H2:** Regarding the parents' position as decision-makers in the school, there is no substantial variation in opinion among elementary, junior high, and high school teachers.
- **H3:** When asked about the importance of parents as school support, elementary, middle, and high school teachers all had the same view.
- **H4:** When asked about parents' roles as their children's advocates, elementary, middle, and high school teachers did not have significantly different opinions.

Significance of the Research

The value of parental involvement in their children's schooling has been extensively discussed. Research has shown that when parents are involved in their children's education, it leads to better school climates, more positive attitudes and behaviors among students, and higher test scores (Jennings, 1990). Despite widespread agreement in the research that all educators should work to increase parental participation, there seems to be a lot of disagreement among educators about what qualifies as meaningful parental involvement. For some educators, having parents help with their children's homework is essential to their success in the classroom, while for others, having parents become involved in classroom matters puts their professional standing at risk. More study was needed on this problem since existing studies on teachers' views toward parent engagement don't seem to take instructor characteristics like grade level and training into account. Six independent school boards, who do not always agree with one other, make decisions that impact the Silver Lake School District. Five other teachers' organizations also serve to represent the

professional personnel. Because of these reasons, there have been occasions when employees in the four-member towns have taken an "us against them" stance. To better organize and enhance parent participation initiatives, it could be helpful to conduct research into teacher attitudes across the area.

Research Methodology

Research on educators' perspectives seems to have focused on a select group of school leaders and administrators. Research looking at the attitudes of elementary, middle, and high school teachers could add to what is known about the attitudes of parents and teachers because there is no clear indication in the literature that teachers at all levels hold the same views. The author developed a new strategy guideline using an inductive technique in this research. An examination of elementary school teachers and parents' perspectives on life-skills education is to be conducted using a qualitative research strategy. To comprehend the significance of skill-based teaching pedagogies used in primary schools, the researcher must gather non-numerical data. To gather primary qualitative data, the researcher opted for this strategy, which included conducting semi-structured interviews. This study makes use of secondary data derived from a literature review to organize the interviews. We chose this data source to learn anything new about how parents and educators perceive life skill instruction in schools. Five Islamabad primary schools will have their data collected using a convenience sample method. The researcher begins by contacting the five primary schools in question and obtaining approval from the relevant administrative agency to conduct research there. The five separate primary schools will all sign off on the study. The study used one of four types of non-probability sampling. The researcher plans to use two sample techniques: snowball sampling and purposeful sampling. Purposeful

sampling allows the researcher to reach out to knowledge workers specifically, whereas snowball sampling allows them to reach many receivers quickly. Snowball sampling relies on the targeted receivers referring to their social networks of coworkers in the same industry. All of Islamabad's primary schools made up the research population, however just five of those institutions would serve as the study's samples. The sample would be chosen with great care to ensure it accurately represents the population at large. For the research, a sample of forty parents and twenty-five educators would be chosen after careful consideration. The saturation point, the point at which participants' supplied information begins to repeat, may be used to determine the number of interviews to be conducted.

Research Gap

([Hamna & BK, 2022](#)) conducted studies in Pakistan Punjab, based on the LSBE approach in which they focused on textbooks in secondary classes to assess the quality of developing critical thinking skills. These studies discussed the need for critical thinking for students but did not give any practical solution to enhance the required skills. ([Amir et al., 2020](#)) conducted a study on the quality of education in Pakistan and revealed that the education quality is poor in Pakistan and there are several hurdles in implementing LSBE. This study mentioned the issue of quality in teaching methods but did not give any practical solution. This study mentioned poor teaching strategies. This study was broad and did not focus on any method like the Flipped method in dealing with quality education. ([Farzana et al., 2021](#)) conducted a study on the education sector of Pakistan focused on COVID-19's effects on education. The study emphasized the change in teaching methods to develop required skills in students regardless of the level. The study highlighted the need for advanced teaching methods to ensure LSBE but did not

give any practical solution to implement LSBE in Pakistan. (Robina-Ramírez, Merodio, & McCallum, 2020) conducted a primary study in Islamabad through the survey method. The study found that very few schools are practicing skill development strategies. The study recommended enhancing LSBE via effective strategies in schools in Pakistan. This study did not give a practical solution to implement LSBE like the Flipped method. (Azzopardi-Muscat, Kluge, Asma, & Novillo-Ortiz, 2021) conducted a study on adult illiteracy in which they targeted teachers only via survey method. This study ignored the importance of parents. This study emphasized the training of Pakistani teachers in developing skills in students. This study concluded that teachers must be skilled first to ensure LSBE in Pakistan. (Bakken, Brown, & Downing, 2017) conducted a study on Maddarsa students ranging from elementary to secondary level students. This study ignored the attitude of teachers and parents in developing core skills in students by ensuring LSBE. Several social economic factors impact on the development of core skills in students. (Besharat, Azizi, & Poursharifi, 2011) conducted a study on education quality in Pakistan. This study discussed the socio-economic factors in creating issues in the education sector in ensuring LSBE, but no practical solution was given to deal with them. (Selvarajan, 2014) also conducted a study on elementary-level students in Lahore, Pakistan studying in public and private schools. This study did not cover the teacher's role and did not give any practical solution to ensure LSBE.

Literature Review

Skill-based education allows students to receive the best of both worlds - a flexible learning environment that is accessible anytime, anywhere, and real-world experience that can help them develop key life skills. The study by Agnew et al., (2019) stated that one of the most popular LBSE

programs is the vocational training program offered by community colleges. This type of program typically offers a combination of classroom instruction and hands-on apprenticeship training. Hani, Mulawarman & Wibowo, (2021) demonstrated that classes may focus on specific career fields, such as business, health care, engineering, or computer science. Students can also opt to complete general education courses that apply to a wide variety of positions. The study of Crispiatico et al., (2020) illustrated another popular LBSE option is adult learning centers (ALCs). ALCs are typically privately operated institutions that offer a variety of course formats, including weekend and evening classes. They also offer a wide range of supplementary services, such as job training programs and counseling services. ALCs provide an affordable, convenient way for adults to learn new skills and gain valuable career knowledge (Pacheco-Montoya & Murphy-Graham, 2022). Thomas, Rajdeep, & Culture (2021) explained that no one has time for 'self,' for developing empathy for one's surroundings, or for maintaining social peace. Because of their physical and intellectual potential, young people are seen as society's most productive members. Socially responsible education must respond immediately and effectively to this new challenge. In today's world, education is critical, but the sort of education that helps students succeed and improve their quality of life is more vital (Pierce et al., 2020). Life-skills-based work has received just a few serious evaluations, as well. Innumerable skills that may be called life skills exist, and the nature and meaning of life skills are likely to vary across cultural contexts. Despite this, Yankah et al., (2018) argue that life-skills-based courses may provide significant benefits in enhanced knowledge and attitudes. Only in conjunction with other social and educational techniques can life skills training be effective. A life skills program

for young people should be developed to include the viewpoints and needs of young people as well as to allow for equitable involvement by young people as well. However, not all systems focused on skills or participatory approaches are life skills approaches. Fitriyah, Salpina, & Paramitasari (2022) concluded that as teacher and educator may be inexperienced with interactive methods. Programs that intend to integrate participation with life-skills training or teaching need to address who will offer the training and their knowledge of participation and young people's involvement from the beginning. It is recommended that anybody who offers a domestic violence prevention program for children and adolescents must be well-versed in the subject matter to handle it gently and responsibly. When it comes to handling disclosures and creating safe settings for young people, they should have the confidence and abilities. The literature on the importance and method of life skills education backs up this claim (Nursafitri, Balqis, & Suryadi, 2020). The Knowledge attitude and awareness toward Life-Based Skill Education is important because it allows people to develop the skills, they need to succeed. People with this attitude are constantly learning new information about their surroundings, which helps them improve their abilities. They also become more This awareness makes them better decision-makers and helps them to create positive change. (Abele et al., 2015) In addition to learning about the world around them, people with this attitude also learn about themselves. They are open-minded and curious about their own abilities and how they can use them in the world. The first step in developing an attitude towards anything is understanding what it does someone wants to achieve. Understanding one's goals is critical in any endeavor whether it's learning new information or training for a sporting event. When it comes to education, many

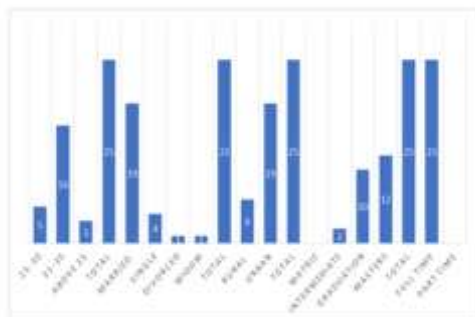
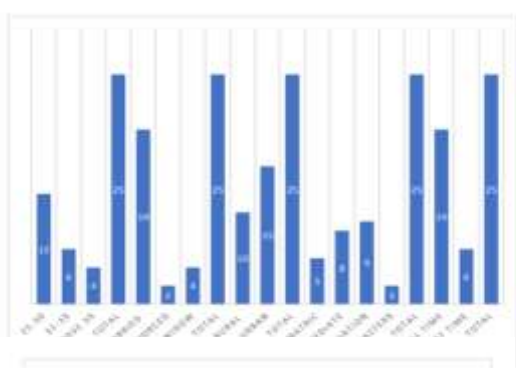
students have lofty goals of earning good grades and landing a good career. There are other goals that can be just as important, if not more so. These other goals may include developing life skills that will make successful in the real world. Abele et al., (2017) explained that when choosing an LBSE program, it is important to find one that will fit to specific needs and preferences. Many programs offer flexible class schedules and online or hybrid course options which allow students to mix and match different modules as they see fit. By enhancing critical thinking abilities, Albertyn et al., (2014) found that life-long skills training has a positive influence on living an active life, being responsible at work, and preparing for the future as well. Interpersonal relationships and behavioral difficulties have improved significantly. Smith & et al., (2014). During their inquiry, Tuttle et al. (2016) included life skills in the curriculum of pupils. Youth have a remarkable capacity for self-promotion, as shown by the findings of this research. Thematic analysis is applied to the data collected about the teachers' and parents' attitudes towards life skills training. The thematic analysis is a six-step process including (i) Familiarization, (ii) coding, (iii) generating themes, (iv) reviewing themes, (v)

defining and naming themes, and (vi) writing up.

Findings

Age	Below 25	3
	25-30	12
	31-35	6
	Above 35	4
	Total	25
Marital Status	Married	19
	Divorced	2
	Widow	4
	Total	25
Background	Rural	10
	Urban	15
	Total	25
Education	Matric	5
	Intermediate	8
	Graduation	9

	Masters	2
	Total	25
Employment Status	Full Time	19
	Part Time	6
	Total	25



Age	Below 25	3
	25-30	12
	31-35	6
	Above 35	4
	Total	25
Marital Status	Married	19
	Single	4
	Divorced	1
	Widow	1
	Total	25
Background	Rural	6
	Urban	19
	Total	25
Education	Matric	0
	Intermediate	2
	Graduation	10
	Masters	12
	Total	25
Employment Status	Full Time	25
	Part Time	0
	Total	25

Moral Values

The teachers said that today, students are remarkably busy with learning and sports, but in some places, moral values are being neglected. Practical education is considered necessary because it gives them economic benefits in the future, but moral values and lifelong skills are ignored not only by children, their parents, government but also by their teachers and institutions although moral values are based on the right attitude and response to demanding situations in future. One teacher says "Right now, moral values are not very idyllic among students and students need to learn more moral values depend only on building strong roots. That is why schools are introducing courses to teach today's children moral education. Building a solid foundation for morality will only get harder." Few parents said that not only there is a lack of good moral values among children nowadays but there are certain bad values too. Few parents said that it is evident that students in schools are bullied by other children. Then some children cheat on exams which contributes to unhealthy behaviour. Few teachers said that bad values among

children are sometimes neglected by the parents too and lifelong skills or this type of education will help children not to practice such bad values and to cope with various situations in life, such as making decisions, making conclusions, and engaging in appropriate actions. Few parents said that our society is much more developed and better than ever, but what if the people in the community are full of bad values? With the rapid development of urban expansion and modern development, human values are deteriorating day by day. No one can trust another person, be it a relative or a friend. Faith, honesty, love, and brotherhood, all those feelings fade over time. These are the values that teach us to go to school and make new friends, but today children are taught not to trust anyone and to limit friendships.

Control

Few parents said that lifelong guidelines and life skills have a positive impact on the emotional processing of children. It has a positive impact on the process which involves expressing themselves and other emotions, understanding how emotions affect behavior, and being able to respond to emotions appropriately. Few parents believe that Life skills learning programs are an effective way to support young people. Children progress on principles, habits, and practices that not only create a sense of security but also help children develop self-control and self-discipline. The first class is designed to give children the opportunity to do meaningful work with their hands, to focus, and to harmonize the energies of their brain and body. This work is considered a mental exercise by the school that helps children develop patience, courtesy, and respect. Some parents believe that the full and appropriate use of life skills education is essential today. It is useful to teach students life skills because it is specific to the needs of children and helps in the development and

transfer of practical skills, experiences, emotions, and social and self-control in life.

Technology

Most parents and teachers recommend that children under the age of two oppose media disclosure (even if used). However, it is part of the fact that children under the age of two are exposed to some form of electronic media. By age three, about one-third of children's rooms have a TV. In addition, more than a lot of apps are advertised as "educational" with little or no quality search. The majority of the parents said that technology and media can be useful tools for adults and children when used responsibly, they are a powerful reminder that we need to reduce our use of screens, electronic games, and phones especially the ones we use for small children. Instead, we should encourage positive interaction with our loved ones and the environment around us.

Parental Modeling

One of the teachers said that parental modeling is the first thing to help in developing basic good values among children. When acquiring values, children often learn from their own experiences. The best way to develop a child's true personality is to set as many honest examples as possible. Few teachers said that nothing compares to the value of modeling, if they see that parents treat others with honesty and respect that is the best lesson you can learn. Few teachers said that even at an early age, children absorb parental actions like a sponge, so any harmless lie can create a lack of honesty. While telling the truth sometimes leads to uncomfortable situations or conversations, this aspect of the curriculum is part of teaching kids this value - being honest is not always easy, but it is well worth the effort. They also said that lying to children, especially young children, can be a common way to try to avoid punishment for behaviors they know are bad. These negotiations must take place peacefully and allow them to conclude lying.

If they are experts in their actions, you can enhance that value by appreciating their honesty, even if you pay for it. Four teachers said that taking responsibility for parental actions is an important value for educating children because it sets expectations about how things will go in their daily lives. Few teachers believe that responsibility is rooted in parent-child relationships, but the real test begins at school age when children are expected to take responsibility for their affairs without constant parental guidance.

Thematic Analysis

Theme 1: Importance of Life Skills Education

Participant 1, the parent, and Participant 2, the instructor, both express areas of strength for the meaning of coordinating fundamental abilities schooling at the rudimentary level. Their viewpoints join in the conviction that such schooling is instrumental in supporting youngsters' comprehensive turn of events, setting them up for future difficulties, and encouraging freedom and strength. The parent highlights the significance of fundamental abilities, for example, correspondence, direction, and critical thinking in empowering youngsters to explore individual and scholastic difficulties. This perspective mirrors an acknowledgment of the down-to-earth utility of fundamental abilities in regular circumstances and the conviction that early openness to these abilities establishes a strong starting point for future achievement. By underlining the job of training in outfitting kids with fundamental abilities, the parent recognizes the more extensive objectives of tutoring past scholastic accomplishments.

According to P1: *As a parent, I strongly believe that integrating life skills education at the elementary level is crucial for our children's holistic development.*

Likewise, the instructor repeats the opinion that teachers bear an obligation not exclusively to confer scholarly information

but additionally to cultivate the general improvement of their understudies. The educator stresses the multi-layered advantages of fundamental abilities schooling, featuring its part in upgrading mental capacities, the ability to appreciate anyone on a deeper level and social capability.

According to P2: *I couldn't agree more. As educators, we have a responsibility to not only teach academic subjects but also to nurture the overall development of our students. Life skills education provides a foundation for children to build upon as they grow and mature.*

Additionally, the two members verifiably perceive the unique idea of the cutting-edge world, described by quick innovative progressions, globalization, and financial intricacies. In such a unique circumstance, the capacity to adjust, convey really, and team up with others expects foremost significance. By coordinating fundamental abilities into the educational program, teachers and guardians mean to outfit youngsters with the devices and skills important to flourish in a quickly evolving climate.

Theme 2: Challenges and Implementation Strategies

The parent communicates worry about the practicality of incorporating fundamental abilities training into the current educational program, considering the generally requesting nature of school timetables and scholastic necessities. This worry is substantial, as adding new projects without appropriate preparation and assets could strain instructors and understudies the same. Also, the parent accentuates the significance of guaranteeing that educators get sufficient preparation and support to convey fundamental abilities in schooling. This mirrors an acknowledgment of the vital job educators play in working with understudies' opportunities for growth and highlights the requirement for proficient improvement

drives customized to fundamental abilities guidance.

According to P3: *While I see the importance of life skills education, I am concerned about how it will be effectively implemented in elementary schools. Given the existing curriculum demands and time constraints, integrating additional programs can be challenging.*

Essentially, the instructor recognizes the intricacies of executing fundamental abilities training and proposes a sober-minded way to deal with the mix. By inserting fundamental abilities guidance inside existing subjects, for example, language expressions and math, instructors can benefit from existing educational time and assets while making learning more applicable and significant for understudies. This approach lines up with the standards of coordinated and interdisciplinary learning, wherein understudies can apply fundamental abilities in bona fide settings across different branches of knowledge.

Discussion

Most of the teachers said that to meet the unique needs of children, parents need to develop an in-depth and comprehensive knowledge of awareness of developmental stages and boundaries to help children understand the role of professionals (e.g., teachers, caregivers). Parental understanding of the importance of child development is at the heart of many parental support efforts. All the teachers suggest that to promote child development, parents should have a basic understanding of the stages and stages of child development and the types of parenting practices that can help children reach these stages. On the other hand, flipped classrooms in schools offer a wide range of activities integrated into video courses and in-person classes, recommended by all parents. The flipped classroom has been demonstrated to improve the academic performance of EFL students in writing, reading, speaking, and

listening. According to the research, the flipped classroom can enhance students' perceptions of their EFL classes and their learning attitudes, experiences, motivation, and desire to communicate. However, studies on the flipped classroom do not always produce positive results. Some researchers have discovered some negative effects of flipped instruction, including the increased workload for both teachers and students, teachers' pedagogical uncertainty, students' inability to complete pre-class assignments and reluctance to participate in interactive classroom activities, and the insufficient support provided by educational institutions. Nearly 10% of students who took flipped courses failed them. To begin, the parental decision to take part is required. When parents decide, they establish their priorities and commit to expanding their skill sets. Second, they must have the energy, time, and logistical assistance (such as childcare and transportation) to commit to learning and developing new abilities with their children over a relatively extended period. Parental involvement can meet a child's specific developmental needs. Parents find it easier to start a parent-teaching program when their children are already open to their advances and enjoy spending time with them, even if parent-implemented treatments can deepen the parent-child bond and increase parental responsiveness to the child. This is so that parent-implemented interventions will have a better chance of success with kids who are open to their parent's efforts. Parent teaching is only a good idea if the adults serving as teachers are skilled at teaching parents have real expertise in the intervention techniques they will teach parents (such as fostering children's communication development), and are open to parent feedback and dialogue about the teaching process, its objectives, and its results.

Conclusion

From the above discussion and findings, we can say that the minds of young people are empty like white paper so all the signs we leave will last for years. It was found that it takes a lot of effort by teachers to build a moral foundation for their students because teachers shape children's minds and ideas to a great extent. LSBE enables children to balance behavior and deal with strong emotions, such as anger or depression, which can have a detrimental effect on our health if we react incorrectly. It is important to include life skills education in the general curriculum and to equip students with appropriate skills through trainers/teachers/life skills counselors to improve students' mental health and face everyday challenges. Life skills are essential for a child's general well-being. It teaches a child how to manage and achieve the best quality of life in the future. A child learns to live a full life by overcoming obstacles and fears and fulfilling his desires. He manages to make decisions in life. Acquiring more knowledge or skills in something can increase our self-confidence in personal and professional life. In our personal lives, this belief can deprive us of the pleasure of devoting time and energy to learning and development, which can give us a sense of accomplishment. In our professional lives, this belief may be based on our knowledge and ability to apply what we have learned.

Recommendation

Students in elementary school benefit greatly from life skills education since it equips them with the tools they'll need to thrive in the real world. The ability to make choices, solve problems, effectively communicate, and peacefully resolve conflicts are all examples of life skills. Students need these abilities to succeed in all aspects of life, including academics, family life, and extracurricular activities. Learning useful talents may help people in many ways. Life skills education has many positive

outcomes, including improved decision-making, problem-solving, communication, conflict resolution, academic achievement, civic engagement, well-being, and health. Parents and educators may help with life skills programs in many ways. Parents may help their children by teaching by example, discussing the value of developing these abilities, providing opportunities for their children to do so, and advocating for the inclusion of life skills education in local schools. Life skills education may be incorporated into classroom courses, a safe and encouraging learning atmosphere can be fostered, and students can be given real-world practice chances.

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Appendix

Interview Guide for Teachers

1. What is your opinion of children's moral values today?
2. What do you think can be done to improve the basic values in children today?
3. What is the attitude of teachers towards the LIFESKILLS and Lifelong Guidelines program?
4. What results have you seen from the implementation of the program?
5. What do your students think about the LIFESKILLS and Lifelong Guidelines?
6. How do you think the parents perceive the LIFESKILLS and Lifelong Guidelines?
7. How have the LIFESKILLS and Lifelong Guidelines affected behavior in your classroom and at school?
8. What can be done to improve the LIFESKILLS and Lifelong Guidelines?
9. What else would you like to share with me?